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BOOK REVIEWS

Genetic Psychology: an Introduction to an Objective and Genetic View of Intelligence. By E. A. KIRKPATRICK. New York: Macmillan, 1909. Pp. xv+373.

The author takes for the subject of his treatment the development of mind in its broadest sense and from the various points of view from which it may be regarded—animal evolution, the racial and the individual development of man. Since our knowledge of the mental life of animals is an inference from their structure and behavior, the first half of the book is taken up with the discussion of these matters. The latter half of the book deals in general with consciousness and its development. The method of treatment then is first to describe the development of physiological and nervous structure, then of behavior, and finally the mental activity corresponding to this development.

After a brief chapter on the development of the sense organs and motor apparatus there follows a detailed description of the behavior of all grades of animals from the single-celled amoeba to the highest vertebrates, as it has been determined by experimental investigation. This discussion is, in the opinion of the reviewer, much too detailed and is not written in such a way as to make prominent the manner in which animal behavior develops. The mind of the general reader will be left with a mass of unrelated details. The developing behavior might also be more closely correlated with the development of the nervous system.

The treatment of behavior concludes with two chapters on the instincts and the development of behavior in the individual—"the acquisition of habits and ideas." In the consideration of ideas the author of course abandons the objective treatment. There is a later chapter on types of learning which treats of essentially the same subject—the development of the individual—and it would seem that these could better be brought into closer relation with each other.

Following a chapter on the criteria and general characteristics of consciousness comes the most convincing and illuminating part of the book, a chapter drawing a comparison between the mental life of man and of animals. The mental life of animals is shown to be comparable in general not to our clearly analyzed ideas or perceptions but to our undifferentiated, purely practical mental reactions to our surroundings. The human endowments of imagery and conceptual thought, together with their vehicle, language, are the means of developing the typically human consciousness out of the infant consciousness which starts on the level of the animal. The lower processes are then transformed by this higher development.

The various grades of conscious process, sensory, perceptual, conceptual, etc., are worked over again in the next chapter from the point of view of their function in adaptation to the environment instead of from the descriptive point of view. There are also added to conscious adaptation the physiological pro-

cesses as lower forms of "intelligence." This classification together of physiological and conscious processes as "intelligence" seems to the reviewer unnecessarily to neglect the differences between them and to rest in many cases on mere analogy, as when the acquirement of immunity to disease is compared with learning.

The chapter on learning is divided according to a similar classification to those just mentioned into physiological, sensory-motor, representative, conceptional and combination learning. Under the last head is discussed the learning activity in some of the school subjects, as writing and reading.

In general, the reader feels that the book is more satisfactory in its detailed treatment than in its general organization. The same material is treated in different places from slightly different points of view and this is confusing. In many places also the general lines of development might be brought out more clearly instead of treating the facts in isolated groups and allowing the reader to trace the course of development, as in the chapter on "Types of Animal Behavior."

The student of education, however, will find much in the book that is valuable. It enforces the general point of view of mental life as a development and traces the course of the development in detail. The author gives evidence of a wide acquaintance with the facts and gives a comprehensive list of sources at the end of each chapter.

F. N. FREEMAN

THE UNIVERSITY OF CHICAGO

The Ninth Yearbook of the National Society for the Study of Education: Health and Education. By THOMAS DENISON WOOD, A.M., M.D. Chicago: The University of Chicago Press, 1910. Pp. 108. 75 cents net.

This volume gives, in the compass of 108 pages, a comprehensive and systematic statement of the various lines of activity which the school may undertake in order to improve the physiological condition of pupils and to build up, through physical exercise, strong, healthy bodies.

After a brief introduction, the first section of the book gives an account of the health examinations which should be made when children enter school and during the successive years of their study. The material thus collected at several centers in this country is of very great value in determining the norm or standard of physical health which should be maintained in the schools. Elaborate tables are here presented summarizing the results of such investigations, and blanks are described in detail which should be filled out during the physical examinations. Attention is also directed specifically to the chief physiological defects which will be observed in children.

The second section is a brief one and deals with the problem of ventilation and cleanliness in the school building. This section is not exhaustive, but it suggests a number of problems to which the teacher's attention should be directed. With the aid of the bibliography, which appears at the end of the book, the section can be made very instructive.

Two sections now follow, one dealing with the hygiene of instruction, where